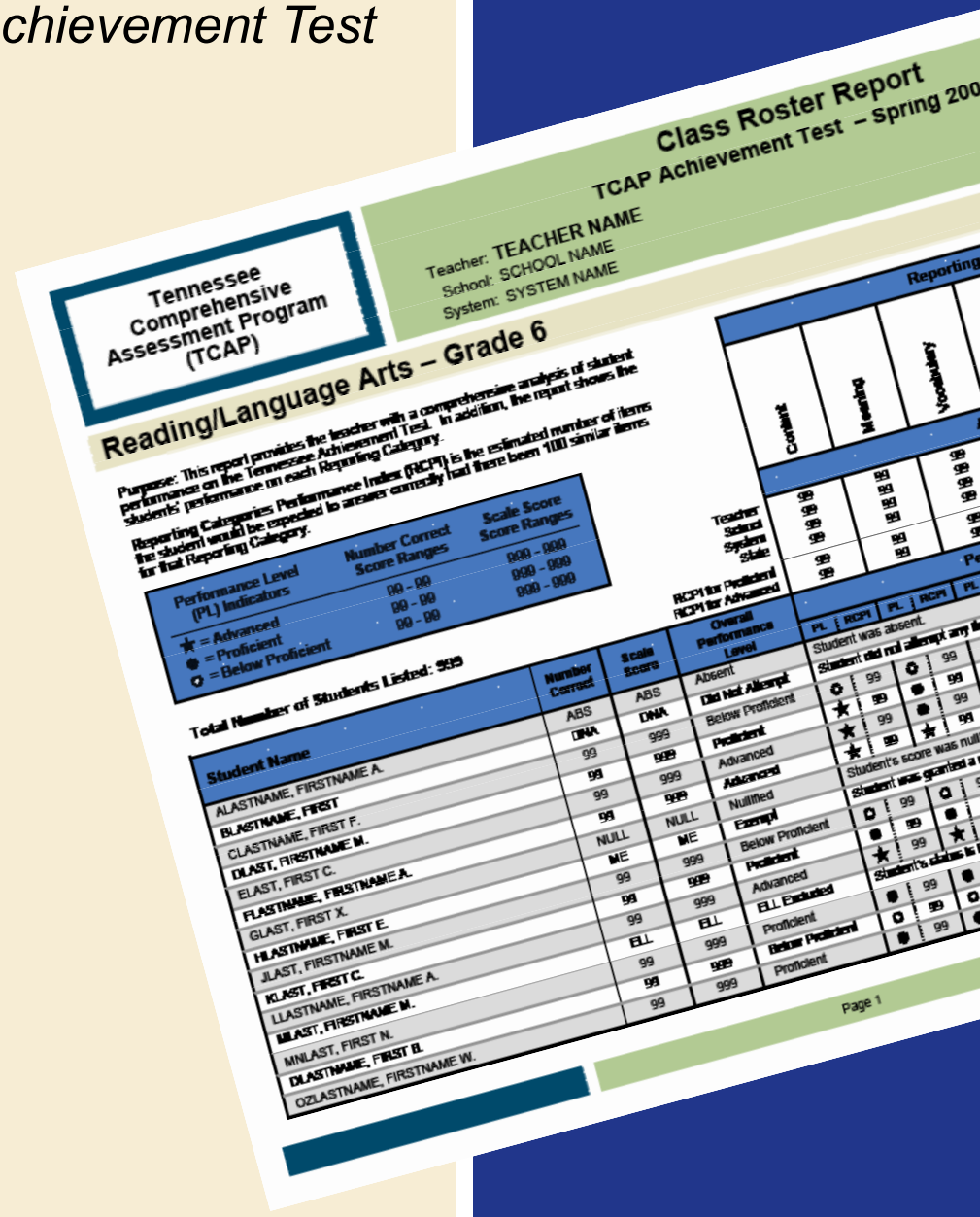
Guide to Test Report Interpretation

Spring 2009 TCAP Achievement Test

Grades 3 - 8



Tennessee Department of Education
Assessment, Evaluation and Research Division

TENNESSEE DEPARTMENT OF EDUCATION

How to interpret TCAP Achievement test results and use the information to analyze performance strengths and areas needing improvement

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TENNESSEE DEPARTMENT OF EDUCATION

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UNDERSTANDING THE TCAP ACHIEVEMENT TEST RESULTS

This guide has been prepared to help you understand the TCAP Achievement Test results and may be helpful when making important decisions regarding instructional needs for classes and individual students.

Before talking with parents or guardians, you should first familiarize yourself with the student's test performance. Discussion can often begin by carefully reviewing the Individual Profile Report (IPR) with the parent/guardian.

To assist you with your discussion, following are a few points to emphasize:

- Test scores represent achievement in particular areas at only one point in time.
- Test scores must be reviewed together with the student's actual classroom work and other factors.
- Test results are valuable when reviewed holistically with other scholastic achievement.

Educators and administrators will receive a variety of TCAP Achievement reports. The chart below shows the report name, the target audience, and the distribution (teacher, school, or system).

Report	Distribution	Print	On line	PDF/Print on Demand	CD
Individual Profile Report (IPR)	**Student/Parent**	•	•	•	•
Student Label	**School**	•		•	•
Class Roster Report	**School**		•	•	•
Performance Level Summary Report	**School System State**		•	•	•
Reporting Category Percent Proficient	**School System State**		•	•	•
Reporting Category Performance Index Report	**School System State**		•	•	•
Disaggregation Summary Report	**School System State**		•	•	•

Please Note: The Tennessee Department of Education has taken precautions to maintain security around report data. A paper copy of the IPR is provided for the students and parents/guardians as usual, but all other reports will be posted only to Pearson Access in PDF format for download by schools and systems.

Additional information pertaining to the TCAP Achievement Test Program is located at *http://www.state.tn.us/education/assessment/tsachhome.shtml* on the internet.

If, after reading this guide, you have further questions about TCAP Achievement Test results, please contact:

TCAP Achievement Assessment Program
Assessment, Evaluation, and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

Telephone: (615) 741-0720
Email TCAP Achievement Test questions: tned.assessment@tn.gov

INTRODUCTION

Each spring, Tennessee students in grades 3-8 take an achievement test as part of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Achievement Test has fresh, non-redundant test items and is customized yearly to measure the basic academic skills in reading/language arts, mathematics, science, and social studies. Content knowledge and the application of that knowledge in these subject areas are assessed. The TCAP Achievement Test uses multiple-choice questions and has set time limits. Reports with actual student performance can be found on Pearson Access at *www.pearsonaccess.com/tennessee*.

CRITERION-REFERENCED SCORE INTERPRETATIONS

To interpret criterion-referenced reports, a student's performance is measured against specific standards or criteria, rather than to the performance of other test takers.

These curriculum standards, as defined by the State of Tennessee, provide expectations for student accomplishment. From these expectations, Performance Indicators were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

FEATURES INCLUDED ON ALL REPORTS

A Displays the name of the report appearing in this area.

B Shows the content area and grade level being reported.

C Provides a purpose statement. The reader is introduced to the reason for the report and how the information may be used.

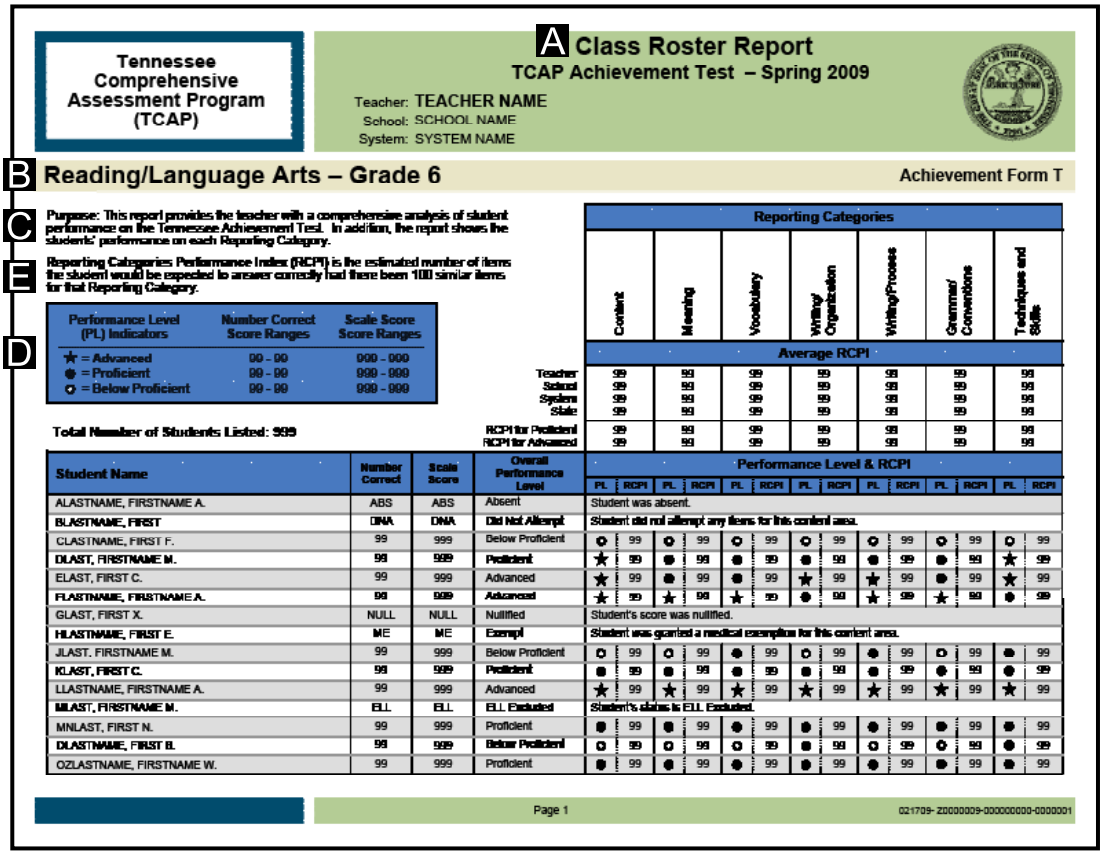
D Gives a graphical representation of how students performed in each Reporting Category. These "Performance Level Indicators" are labeled as follows:

○ Below Proficient – Demonstrates a lack of understanding of the essential concepts and skills of the content area.

● Proficient – Demonstrates general understanding of the essential concepts and skills of the content area.

★ Advanced – Demonstrates an understanding of the application of complex concepts and skills of the content area.

E Shows the Reporting Category Performance Index (RCPI) – For each Reporting Category, the RCPI is an estimate of the number of items a student would be expected to answer correctly if there had been 100 such items for that category. For example, an RCPI of 72 means the student would be expected to get 72 items out of 100 correct.



Tennessee Comprehensive Assessment Program (TCAP)

A Class Roster Report
TCAP Achievement Test – Spring 2009

Teacher: TEACHER NAME
School: SCHOOL NAME
System: SYSTEM NAME

B Reading/Language Arts – Grade 6 — Achievement Form T

C Purpose: This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Achievement Test. In addition, the report shows the students' performance on each Reporting Category.

E Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

D

Performance Level (PL) Indicators	Number Correct Score Ranges	Scale Score Score Ranges
★ = Advanced	00 - 00	000 - 000
● = Proficient	00 - 00	000 - 000
○ = Below Proficient	00 - 00	000 - 000

Total Number of Students Listed: 999

	Reporting Categories						
	Content	Meaning	Vocabulary	Writing/ Organization	Writing/Process	Grammar/ Conventions	Techniques and Skills
	Average RCPI						
Teacher	99	99	99	99	99	99	99
School	99	99	99	99	99	99	99
System	99	99	99	99	99	99	99
State	99	99	99	99	99	99	99
RCPI for Proficient	99	99	99	99	99	99	99
RCPI for Advanced	99	99	99	99	99	99	99

Student Name	Number Correct	Scale Score	Overall Performance Level	Performance Level & RCPI
ALASTNAME, FIRSTNAME A.	ABS	ABS	Absent	Student was absent.
BLASTNAME, FIRST	DNA	DNA	Did Not Attempt	Student did not attempt any items for this content area.
CLASTNAME, FIRST F.	99	999	Below Proficient	○ 99 ○ 99 ○ 99 ○ 99 ○ 99 ○ 99 ○ 99
DLAST, FIRSTNAME M.	99	999	Proficient	★ 99 ● 99 ● 99 ● 99 ● 99 ● 99 ★ 99
ELAST, FIRST C.	99	999	Advanced	★ 99 ● 99 ● 99 ★ 99 ★ 99 ● 99 ★ 99
FLASTNAME, FIRSTNAME A.	99	999	Advanced	★ 99 ★ 99 ★ 99 ● 99 ★ 99 ★ 99 ● 99
GLAST, FIRST X.	NULL	NULL	Nullified	Student's score was nullified.
HLASTNAME, FIRST E.	ME	ME	Exempt	Student was granted a medical exemption for this content area.
JLAST. FIRSTNAME M.	99	999	Below Proficient	○ 99 ○ 99 ● 99 ○ 99 ● 99 ○ 99 ● 99
KLAST, FIRST C.	99	999	Proficient	● 99 ● 99 ● 99 ● 99 ● 99 ● 99 ● 99
LLASTNAME, FIRSTNAME A.	99	999	Advanced	★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99 ★ 99
MLAST, FIRSTNAME M.	ELL	ELL	ELL Excluded	Student's status is ELL Excluded.
MNLAST, FIRST N.	99	999	Proficient	● 99 ● 99 ● 99 ● 99 ● 99 ● 99 ● 99
OLASTNAME, FIRSTNAME B.	99	999	Below Proficient	○ 99 ○ 99 ○ 99 ○ 99 ○ 99 ○ 99 ● 99
OZLASTNAME, FIRSTNAME W.	99	999	Proficient	● 99 ● 99 ● 99 ● 99 ● 99 ● 99 ● 99

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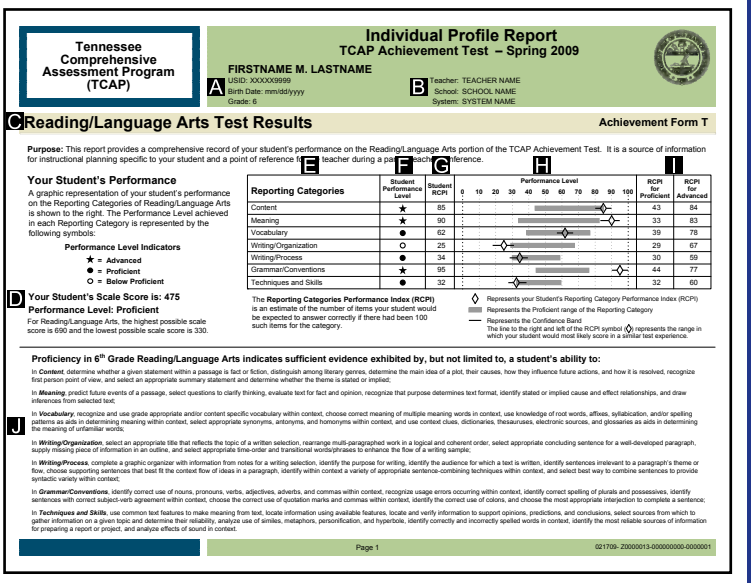
INDIVIDUAL PROFILE REPORT

The Individual Profile Report (IPR) is intended primarily for students and parents. The IPR provides information regarding a student's performance on the total test and in each Reporting Category. RCPI results can be used to help identify areas of student strengths and needs in each Reporting Category. This report provides important information that can be used for instructional planning specific to the student and it also provides a point of reference for the teacher during a parent-teacher conference. Additional information from a student's classroom performance is essential for sound instructional planning.



Tennessee Comprehensive Assessment Program (TCAP)

Individual Profile Report
TCAP Achievement Test – Spring 2009

FIRSTNAME M. LASTNAME
A USID: XXXXX9999
Birth Date: mm/dd/yyyy
Grade: 6

B Teacher: TEACHER NAME
School: SCHOOL NAME
System: SYSTEM NAME

C Reading/Language Arts Test Results — Achievement Form T

Purpose: This report provides a comprehensive record of your student's performance on the Reading/Language Arts portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for a teacher during a parent-teacher conference.

Your Student's Performance
A graphic representation of your student's performance on the Reporting Categories of Reading/Language Arts is shown to the right. The Performance Level achieved in each Reporting Category is represented by the following symbols:

Performance Level Indicators
★ = Advanced
● = Proficient
○ = Below Proficient

D Your Student's Scale Score is: 475
Performance Level: Proficient
For Reading/Language Arts, the highest possible scale score is 690 and the lowest possible scale score is 330.

Reporting Categories	E / F Student Performance Level	G Student RCPI	H Performance Level (0 10 20 30 40 50 60 70 80 90 100)	I RCPI for Proficient	I RCPI for Advanced
Content	★	85		43	84
Meaning	★	90		33	83
Vocabulary	●	62		39	78
Writing/Organization	○	25		29	67
Writing/Process	●	34		30	69
Grammar/Conventions	★	95		44	77
Techniques and Skills	●	32		32	60

The **Reporting Categories Performance Index (RCPI)** is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

◊ Represents your Student's Reporting Category Performance Index (RCPI)
Represents the Proficient range of the Reporting Category
— Represents the Confidence Band
The line to the right and left of the RCPI symbol (◊) represents the range in which your student would most likely score in a similar test experience.

Proficiency in 6th Grade Reading/Language Arts indicates sufficient evidence exhibited by, but not limited to, a student's ability to:

J In ***Content***, determine whether a given statement within a passage is fact or fiction, distinguish among literary genres, determine the main idea of a plot, their causes, how they influence future actions, and how it is resolved; recognize first person point of view, and select an appropriate summary statement and determine whether the theme is stated or implied;

In ***Meaning***, predict future events of a passage, select questions to clarify thinking, evaluate text for fact and opinion, recognize that purpose determines text format, identify stated or implied cause and effect relationships, and draw inferences from selected text;

In ***Vocabulary***, recognize and use grade appropriate and/or content specific vocabulary within context, choose correct meaning of multiple meaning words in context, use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context, select appropriate synonyms, antonyms, and homonyms within context, and use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words;

In ***Writing/Organization***, select an appropriate title that reflects the topic of a written selection, rearrange multi-paragraphed work in a logical and coherent order, select appropriate concluding sentence for a well-developed paragraph, supply missing piece of information in an outline, and select appropriate time-order and transitional words/phrases to enhance the flow of a writing sample;

In ***Writing/Process***, complete a graphic organizer with information from notes for a writing selection, identify the purpose for writing, identify the audience for which a text is written, identify sentences irrelevant to a paragraph's theme or flow, choose supporting sentences that best fit the context flow of ideas in a paragraph, identify within context a variety of appropriate sentence-combining techniques within context, and select best way to combine sentences to provide syntactic variety within context;

In ***Grammar/Conventions***, identify correct use of nouns, pronouns, verbs, adjectives, adverbs, and commas within context, recognize usage errors occurring within context, identify correct spelling of plurals and possessives, identify sentences with correct subject-verb agreement within context, choose the correct use of quotation marks and commas within context, identify the correct use of colons, and choose the most appropriate interjection to complete a sentence;

In ***Techniques and Skills***, use common text features to make meaning from text, locate information using available features, locate and verify information to support opinions, predictions, and conclusions, select sources from which to gather information on a given topic and determine their reliability, analyze use of similes, metaphors, personification, and hyperbole, identify correctly and incorrectly spelled words in context, identify the most reliable sources of information for preparing a report or project, and analyze effects of sound in context.

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A States the student's name and identifying information.

B Identifies the student's teacher, school system, and school name.

C Indicates the name of the test and the test form.

D Offers a brief description of the student's test results, including the student's scale score and overall performance level for the test.

E Lists the content areas of the test called "Reporting Categories." Performance on each Reporting Category identifies areas of student strengths and needs across different content areas of the test.

F Displays a symbol that represents the student's Performance Level in each Reporting Category.

G Provides the student's RCPI for each Reporting Category. The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.

H Shows the bar graph which represents how the student performed in each Reporting Category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower performance level.

I Gives the RCPI required for each Reporting Category to reach the Proficient and Advanced levels.

J Features information about the skills assessed within each reporting category.

CLASS ROSTER REPORT

The Class Roster Report provides the teacher with a comprehensive analysis of student performance on the TCAP Achievement Test. In addition, the report show the student's performance in each Reporting Category.

A Identifies the Teacher name, School name, and System name.

B Outlines the number correct and scale scores for each Performance Level.

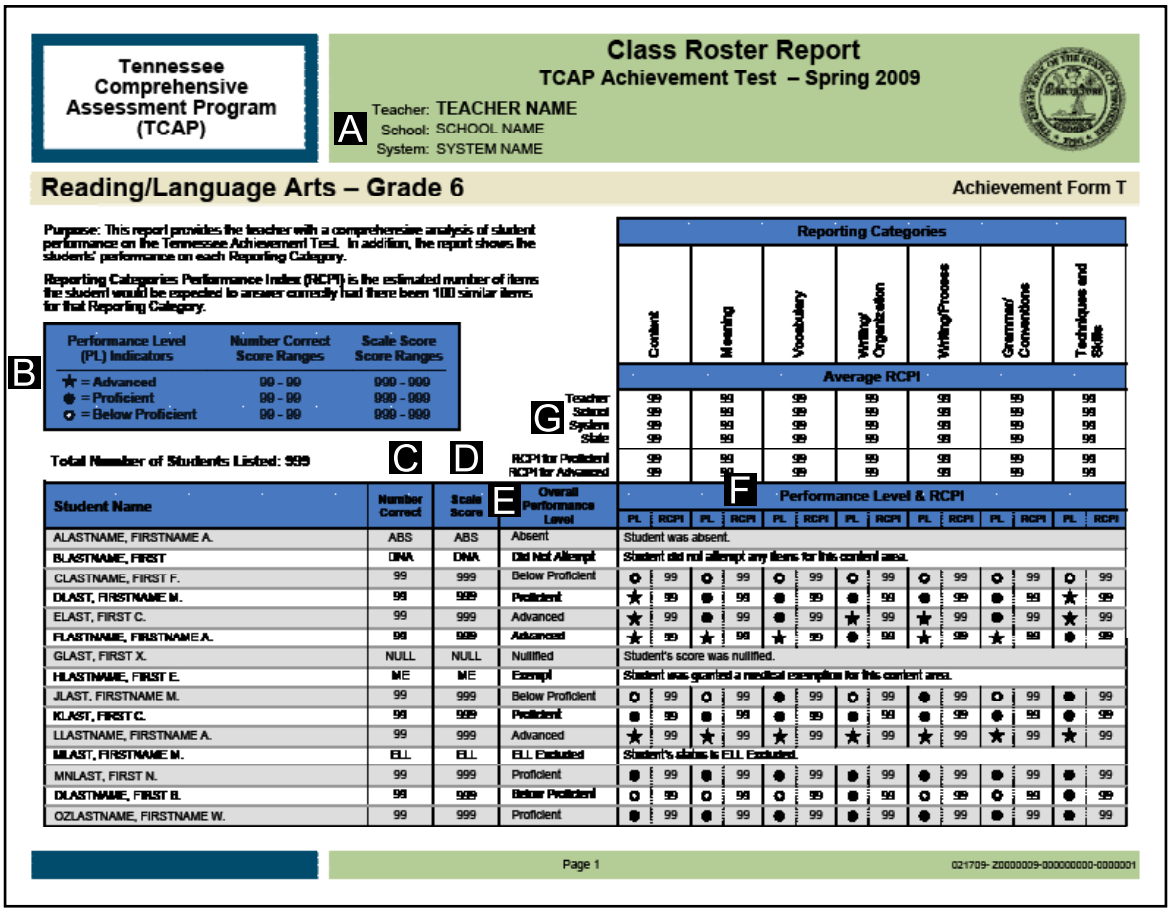
C Displays the number correct for each student.

D Shows the scale score for each student.

E Provides the overall Performance Level for each student.

F Lists Performance Level and RCPI for each reporting category for each student. The RCPI is the estimate number of items a student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

G Gives the Average RCPI for each Reporting Category for the Teacher, School, System, and State. The RCPI required to reach the Advanced and Proficient levels is also listed.



Tennessee Comprehensive Assessment Program (TCAP)

Class Roster Report
TCAP Achievement Test – Spring 2009

A Teacher: TEACHER NAME
School: SCHOOL NAME
System: SYSTEM NAME

Reading/Language Arts – Grade 6 — Achievement Form T

Purpose: This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Achievement Test. In addition, the report shows the students' performance on each Reporting Category.

Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

B

Performance Level (PL) Indicators	Number Correct Score Ranges	Scale Score Score Ranges
★ = Advanced	99 - 99	999 - 999
● = Proficient	99 - 99	999 - 999
○ = Below Proficient	99 - 99	999 - 999

Total Number of Students Listed: 999

C D

	Reporting Categories						
	Content	Meaning	Vocabulary	Writing/ Organization	Writing/Process	Grammar/ Conventions	Techniques and Skills
	Average RCPI						
G Teacher	99	99	99	99	99	99	99
School	99	99	99	99	99	99	99
System	99	99	99	99	99	99	99
State	99	99	99	99	99	99	99
RCPI for Proficient	99	99	99	99	99	99	99
RCPI for Advanced	99	99	99	99	99	99	99

Student Name	Number Correct	Scale Score	E Overall Performance Level	F Performance Level & RCPI											
				PL	RCPI	PL	RCPI	PL	RCPI	PL	RCPI	PL	RCPI	PL	RCPI	PL	RCPI
ALASTNAME, FIRSTNAME A.	ABS	ABS	Absent	Student was absent.											
BLASTNAME, FIRST	DNA	DNA	Did Not Attempt	Student did not attempt any items for this content area.											
CLASTNAME, FIRST F.	99	999	Below Proficient	○	99	○	99	○	99	○	99	○	99	○	99	○	99
DLAST, FIRSTNAME M.	99	999	Proficient	★	99	●	99	●	99	●	99	●	99	●	99	★	99
ELAST, FIRST C.	99	999	Advanced	★	99	●	99	●	99	★	99	★	99	●	99	★	99
FLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	★	99	★	99	●	99	★	99	★	99	●	99
GLAST, FIRST X.	NULL	NULL	Nullified	Student's score was nullified.											
HLASTNAME, FIRST E.	ME	ME	Exempt	Student was granted a medical exemption for this content area.											
JLAST, FIRSTNAME M.	99	999	Below Proficient	○	99	○	99	●	99	○	99	●	99	○	99	●	99
KLAST, FIRST C.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99	●	99	●	99
LLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	★	99	★	99	★	99	★	99	★	99	★	99
MLAST, FIRSTNAME M.	ELL	ELL	ELL Excluded	Student's status is ELL Excluded.											
MNLAST, FIRST N.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99	●	99	●	99
OLASTNAME, FIRST B.	99	999	Below Proficient	○	99	○	99	○	99	●	99	○	99	○	99	●	99
OZLASTNAME, FIRSTNAME W.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99	●	99	●	99

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SCHOOL PERFORMANCE LEVEL SUMMARY

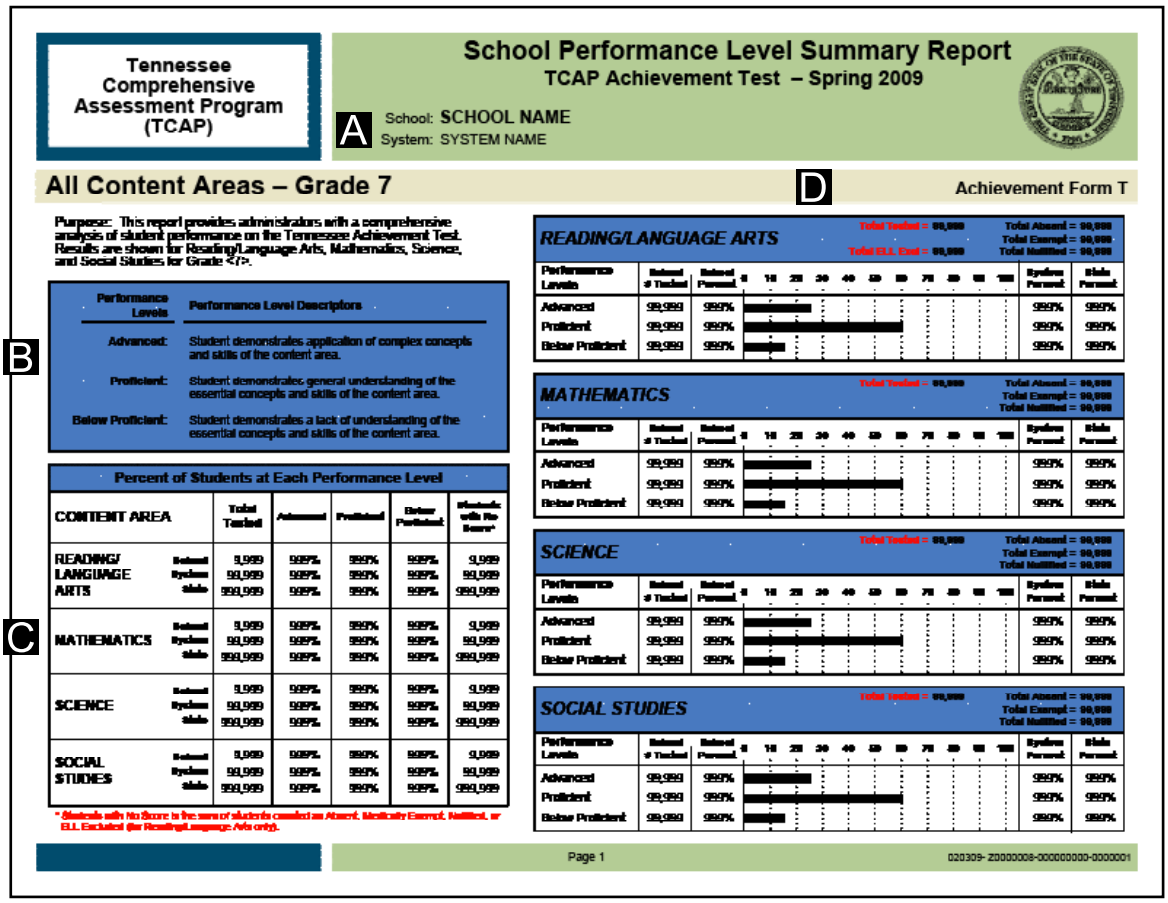
The School Performance Level Summary report provides administrators with a comprehensive analysis of student performance on the TCAP Achievement Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies.

A Shows the School name and System name.

B Features the Performance Level Descriptors.

C Lists the percent of students at each performance level for all content areas. For comparison, the results are listed for the School, System, and State.

D Provides information on the percentage of students that are Advanced, Proficient, and Below Proficient for each content area in a graphical format.



Tennessee Comprehensive Assessment Program (TCAP)

School Performance Level Summary Report
TCAP Achievement Test – Spring 2009

A School: SCHOOL NAME
System: SYSTEM NAME

All Content Areas – Grade 7

D Achievement Form T

Purpose: This report provides administrators with a comprehensive analysis of student performance on the Tennessee Achievement Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies for Grade <?>.

B

Performance Levels	Performance Level Descriptors
Advanced:	Student demonstrates application of complex concepts and skills of the content area.
Proficient:	Student demonstrates general understanding of the essential concepts and skills of the content area.
Below Proficient:	Student demonstrates a lack of understanding of the essential concepts and skills of the content area.

C

Percent of Students at Each Performance Level

CONTENT AREA		Total Tested	Advanced	Proficient	Below Proficient	Students with No Score*
READING/ LANGUAGE ARTS	School	9,999	99%	99%	99%	9,999
	System	99,999	99%	99%	99%	99,999
	State	999,999	99%	99%	99%	999,999
MATHEMATICS	School	9,999	99%	99%	99%	9,999
	System	99,999	99%	99%	99%	99,999
	State	999,999	99%	99%	99%	999,999
SCIENCE	School	9,999	99%	99%	99%	9,999
	System	99,999	99%	99%	99%	99,999
	State	999,999	99%	99%	99%	999,999
SOCIAL STUDIES	School	9,999	99%	99%	99%	9,999
	System	99,999	99%	99%	99%	99,999
	State	999,999	99%	99%	99%	999,999

* Students with No Score is the sum of students counted as Absent, Medically Exempt, Nullified, or ELL Excluded (for Reading/Language Arts only).

READING/LANGUAGE ARTS

Performance Levels	School # Tested	School Percent	1	10	20	30	40	50	60	70	80	90	100	System Percent	State Percent
Advanced	99,999	99%												99%	99%
Proficient	99,999	99%												99%	99%
Below Proficient	99,999	99%												99%	99%

MATHEMATICS

Performance Levels	School # Tested	School Percent	1	10	20	30	40	50	60	70	80	90	100	System Percent	State Percent
Advanced	99,999	99%												99%	99%
Proficient	99,999	99%												99%	99%
Below Proficient	99,999	99%												99%	99%

SCIENCE

Performance Levels	School # Tested	School Percent	1	10	20	30	40	50	60	70	80	90	100	System Percent	State Percent
Advanced	99,999	99%												99%	99%
Proficient	99,999	99%												99%	99%
Below Proficient	99,999	99%												99%	99%

SOCIAL STUDIES

Performance Levels	School # Tested	School Percent	1	10	20	30	40	50	60	70	80	90	100	System Percent	State Percent
Advanced	99,999	99%												99%	99%
Proficient	99,999	99%												99%	99%
Below Proficient	99,999	99%												99%	99%

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SCHOOL REPORTING CATEGORY PERCENT PROFICIENT REPORT

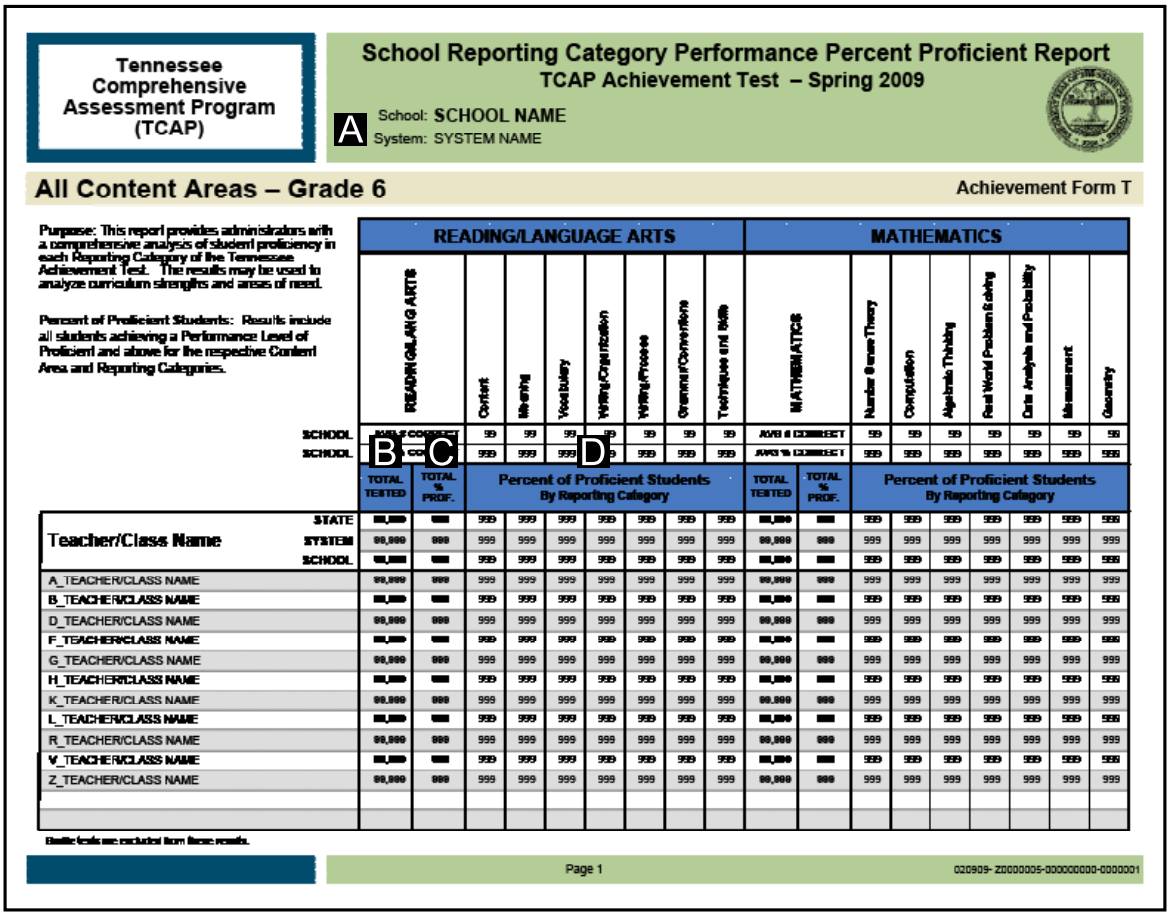
The School Reporting Category Percent Proficient Report provides administrators with a comprehensive analysis of student proficiency in each Reporting Category of the TCAP Achievement Test. The results may be used to analyze curriculum strengths and areas of need.

A Lists the School name and System name.

B Includes the total number of students tested at the school, system, and state levels.

C Shows the total percent of students in each class that were proficient and above.

D Displays the number of students that were proficient and above in each Reporting Category.



Tennessee Comprehensive Assessment Program (TCAP)

School Reporting Category Performance Percent Proficient Report
TCAP Achievement Test – Spring 2009

A School: SCHOOL NAME
System: SYSTEM NAME

All Content Areas – Grade 6 — Achievement Form T

Purpose: This report provides administrators with a comprehensive analysis of student proficiency in each Reporting Category of the Tennessee Achievement Test. The results may be used to analyze curriculum strengths and areas of need.

Percent of Proficient Students: Results include all students achieving a Performance Level of Proficient and above for the respective Content Area and Reporting Categories.

	READING/LANGUAGE ARTS								MATHEMATICS							
	READING/LANGUAGE ARTS	Content	Meaning	Vocabulary	Writing/Organization	Writing/Process	Grammar/Conventions	Techniques and Skills	MATHEMATICS	Number Sense/Theory	Computation	Algebraic Thinking	Real World Problem Solving	Data Analysis and Probability	Measurement	Geometry
SCHOOL	AVG # CORRECT	99	99	99	99	99	99	99	AVG # CORRECT	99	99	99	99	99	99	99
SCHOOL	AVG % CORRECT	999	999	999	99	999	999	999	AVG % CORRECT	999	999	999	999	999	999	999

B C D

Teacher/Class Name		TOTAL TESTED	TOTAL % PROF.	Percent of Proficient Students By Reporting Category							TOTAL TESTED	TOTAL % PROF.	Percent of Proficient Students By Reporting Category						
	STATE	88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
	SYSTEM	88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
	SCHOOL	888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
A_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
B_TEACHER/CLASS NAME		888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
D_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
F_TEACHER/CLASS NAME		888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
G_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
H_TEACHER/CLASS NAME		888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
K_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
L_TEACHER/CLASS NAME		888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
R_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999
V_TEACHER/CLASS NAME		888	888	999	999	999	999	999	999	999	888	888	999	999	999	999	999	999	999
Z_TEACHER/CLASS NAME		88,888	888	999	999	999	999	999	999	999	88,888	888	999	999	999	999	999	999	999

Braille tests are excluded from these results.

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SCHOOL REPORTING CATEGORY PERFORMANCE INDEX REPORT

The School Reporting Category Performance Index Report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The results may be used to analyze curriculum strengths and areas of need.

A Lists the School name and System name.

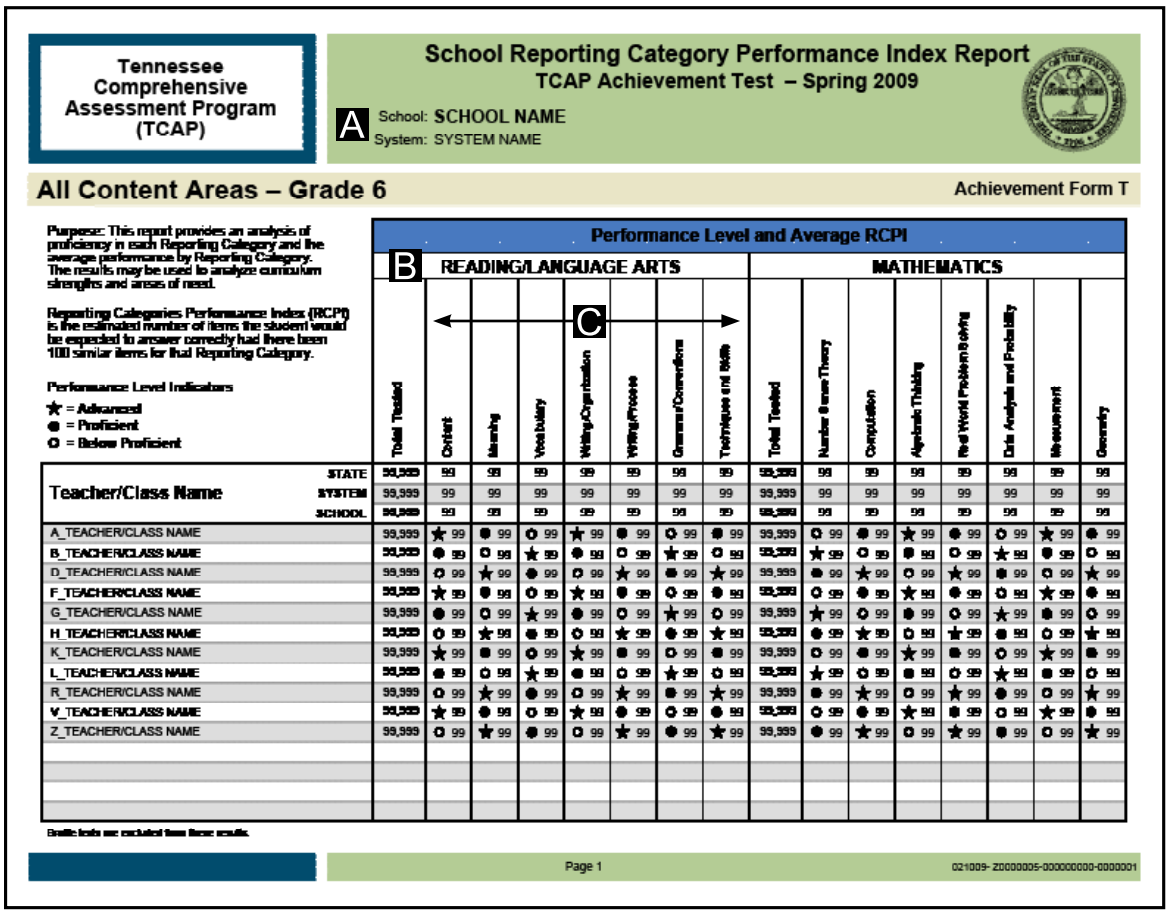
B Displays the content areas being reported.

C Shows the average RCPI in each Reporting Category for each classroom. The column also displays the proficiency symbol by classroom in each Reporting Category.

○ Below Proficient – Demonstrates a lack of understanding of the essential concepts and skills of the content area.

● Proficient – Demonstrates general understanding of the essential concepts and skills of the content area.

★ Advanced – Demonstrates an understanding of the application of complex concepts and skills of the content area.



Tennessee Comprehensive Assessment Program (TCAP)

School Reporting Category Performance Index Report
TCAP Achievement Test – Spring 2009

A School: SCHOOL NAME
System: SYSTEM NAME

All Content Areas – Grade 6 — Achievement Form T

Purpose: This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The results may be used to analyze curriculum strengths and areas of need.

Reporting Categories Performance Index (RCPI) is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

Performance Level Indicators
★ = Advanced
● = Proficient
○ = Below Proficient

B Performance Level and Average RCPI

Teacher/Class Name		READING/LANGUAGE ARTS				C				MATHEMATICS							
		Total Tested	Content	Meaning	Vocabulary	Writing/Organization	Writing/Process	Grammar/Conventions	Techniques and Skills	Total Tested	Number Sense/Theory	Computation	Algebraic Thinking	Real World Problem Solving	Data Analysis and Probability	Measurement	Geometry
	STATE	99,999	99	99	99	99	99	99	99	99,999	99	99	99	99	99	99	99
	SYSTEM	99,999	99	99	99	99	99	99	99	99,999	99	99	99	99	99	99	99
	SCHOOL	99,999	99	99	99	99	99	99	99	99,999	99	99	99	99	99	99	99
A_TEACHER/CLASS NAME		99,999	★ 99	● 99	○ 99	★ 99	● 99	○ 99	● 99	99,999	○ 99	● 99	★ 99	● 99	○ 99	★ 99	● 99
B_TEACHER/CLASS NAME		99,999	● 99	○ 99	★ 99	● 99	○ 99	★ 99	○ 99	99,999	★ 99	○ 99	● 99	○ 99	★ 99	● 99	○ 99
D_TEACHER/CLASS NAME		99,999	○ 99	★ 99	● 99	○ 99	★ 99	● 99	★ 99	99,999	● 99	★ 99	○ 99	★ 99	● 99	○ 99	★ 99
F_TEACHER/CLASS NAME		99,999	★ 99	● 99	○ 99	★ 99	● 99	○ 99	● 99	99,999	○ 99	● 99	★ 99	● 99	○ 99	★ 99	● 99
G_TEACHER/CLASS NAME		99,999	● 99	○ 99	★ 99	● 99	○ 99	★ 99	○ 99	99,999	★ 99	○ 99	● 99	○ 99	★ 99	● 99	○ 99
H_TEACHER/CLASS NAME		99,999	○ 99	★ 99	● 99	○ 99	★ 99	● 99	★ 99	99,999	● 99	★ 99	○ 99	★ 99	● 99	○ 99	★ 99
K_TEACHER/CLASS NAME		99,999	★ 99	● 99	○ 99	★ 99	● 99	○ 99	● 99	99,999	○ 99	● 99	★ 99	● 99	○ 99	★ 99	● 99
L_TEACHER/CLASS NAME		99,999	● 99	○ 99	★ 99	● 99	○ 99	★ 99	○ 99	99,999	★ 99	○ 99	● 99	○ 99	★ 99	● 99	○ 99
R_TEACHER/CLASS NAME		99,999	○ 99	★ 99	● 99	○ 99	★ 99	● 99	★ 99	99,999	● 99	★ 99	○ 99	★ 99	● 99	○ 99	★ 99
V_TEACHER/CLASS NAME		99,999	★ 99	● 99	○ 99	★ 99	● 99	○ 99	● 99	99,999	○ 99	● 99	★ 99	● 99	○ 99	★ 99	● 99
Z_TEACHER/CLASS NAME		99,999	○ 99	★ 99	● 99	○ 99	★ 99	● 99	★ 99	99,999	● 99	★ 99	○ 99	★ 99	● 99	○ 99	★ 99

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DISAGGREGATION SUMMARY REPORT

The Disaggregation Summary Report displays the number and percent proficient by Reporting Category for the selected subgroups.

A Identifies the School and System name.

B Displays the subgroups that are included in this report.

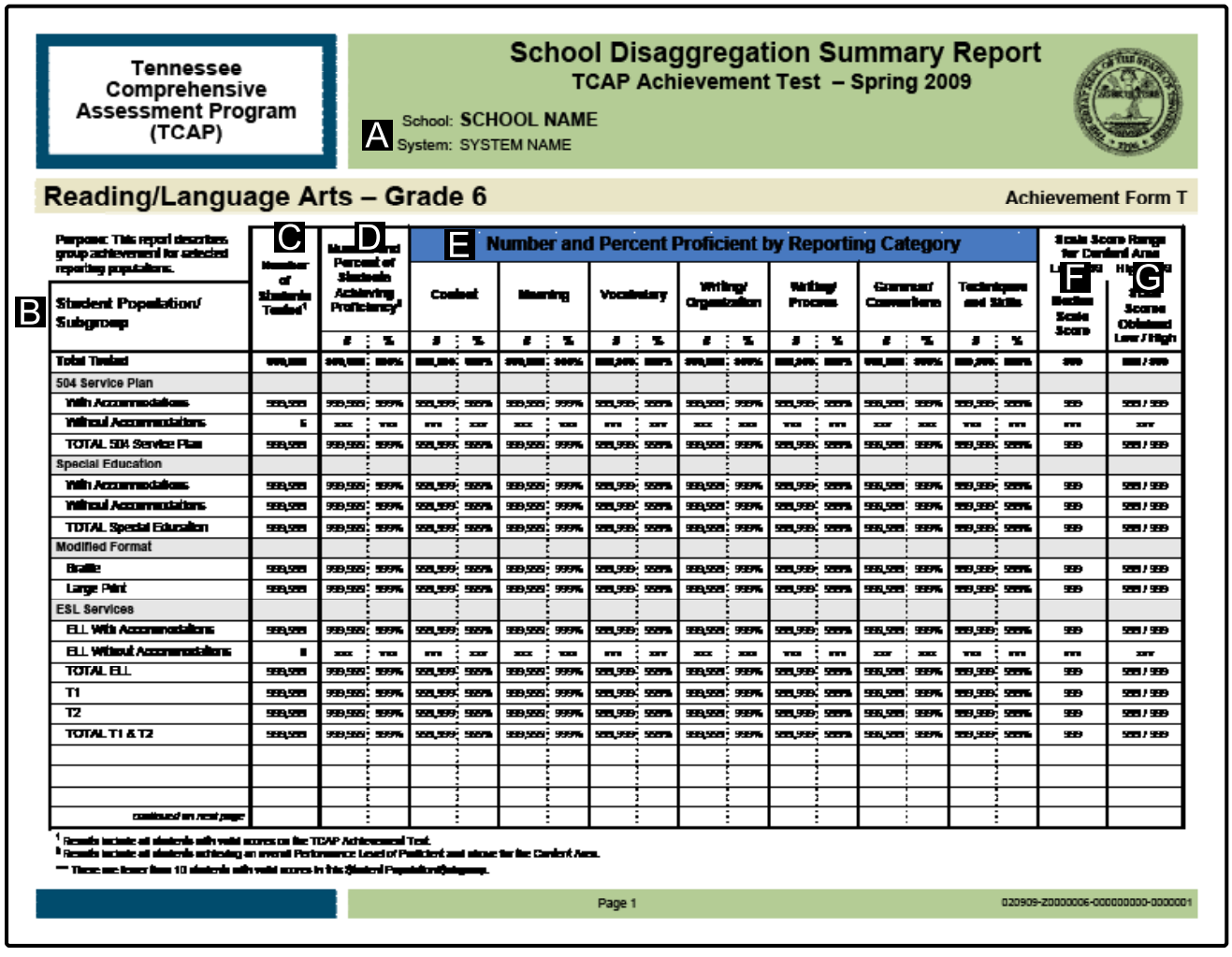
C Shows the number of students testing in each subgroup.

D Gives the number and percent of students for the subgroups listed that achieved proficiency.

E Provides the number and percent proficient in each Reporting Category.

F Lists median scale score for each subgroup.

G Features the highest scale score and lowest scale score for each subgroup.



Tennessee Comprehensive Assessment Program (TCAP)

School Disaggregation Summary Report
TCAP Achievement Test – Spring 2009

A School: SCHOOL NAME
System: SYSTEM NAME

Reading/Language Arts – Grade 6 — Achievement Form T

Purpose: This report describes group achievement for selected reporting populations.

B Student Population/ Subgroup	C Number of Students Tested[1]	D Number and Percent of Students Achieving Proficiency[2]		E Number and Percent Proficient by Reporting Category														F Median Scale Score	G Scale Score Range for Content Area Obtained Low / High
		#	%	Content		Meaning		Vocabulary		Writing/ Organization		Writing/ Process		Grammar/ Conventions		Techniques and Skills			
				#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Total Tested	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
504 Service Plan																			
With Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
Without Accommodations	9	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL 504 Service Plan	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
Special Education																			
With Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
Without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
TOTAL Special Education	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
Modified Format																			
Braille	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
Large Print	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
ESL Services																			
ELL With Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
ELL Without Accommodations	9	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL ELL	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
T1	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
T2	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999
TOTAL T1 & T2	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999 / 999

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[1] Results include all students with valid scores on the TCAP Achievement Test.
[2] Results include all students achieving an overall Performance Level of Proficient and above for the Content Area.
*** There are fewer than 10 students with valid scores in this Student Population/Subgroup.

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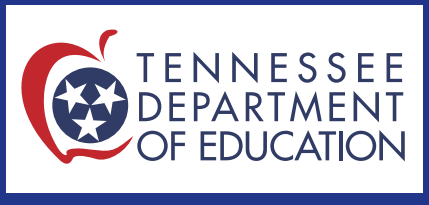
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